DOCUMENT RESUME

ED 372 594 FL 021 114

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TITLE	English Plus: Issues in Bilingual Education.
INSTITUTION	American Academy of Political and Social Science, Philadelphia, Pa.
REPORT NO	ISSN-0002-7162
PUB DATE	Mar 90
NOTE	235p.
AVAILABLE FROM	Sage Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	American Academy of Political and Social Science Annals; v508 Mar 1990
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Advocacy; *Bilingual Education; Elementary Secondary Education; *English; English (Second Language); Federal Legislation; *Language Planning; Language Research; *Language Role; Multilingualism; Navajo; *Official Languages; Policy Formation; Program Descriptions; Public Opinion; *Public Policy; Research Utilization; Spanish; State Government; State Legislation; Statewide Planning; Uncommonly Taught Languages
IDENTIFIERS	*California

ABSTRACT

The special issue of the journal is devoted to a variety of historical, educational, and policy issues arising in the debate over establishing English as the single official language of the United States. Articles on this topic include: "Bilingual Education and English-Only: A Language Planning Framework" (Nancy H. Hornberger); "Historical Legacies: 1840-1920" (Joel Perlmann); "Understanding Educational Policies in Multilingual States" (Christina Bratt Paulston); "The Position of U.S. English on Bilingual Education" (Gary Imhoff); "Official English: A False Policy Issue" (Arturo Madrid); "The Past and Future Directions of Federal Bilingual-Education Policy" (James J. Lyons); "Research, Politics, and Bilingual Education" (Walter G. Secada); "Reviewing Bilingual-Education Research for Congress" (Frederick Mulhauser); "Qualified Public Support for Bilingual Education: Some Policy Implications" (Leonie Huddy, Davis O. Sears); "California Proposition 63: Language Attitudes Reflected in the Public Debate" (Susannah D. A. MacKaye); "The Newton Alternative to Bilingual Education" (Rosalie Pedalino Porter); "A Spanish-English Dual-Language Program in New York City" (Sidney H. Morison); and "Rock Point, a Navajo Way To Go to School: A Valediction" (Agnes Holm, Wayne Holm). (MSE)

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